

Springwell Community College

Pupil Premium

Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	Springwell Community College
Number of pupils in school	899
Proportion (%) of pupil premium eligible pupils	39%
Date this statement was published	01/11/2021
Date on which it will be reviewed	01/11/2022
Statement authorised by	Ian Wingfield
Pupil premium lead	Martin Edwards
Governor / Trustee lead	Sally Wheatley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,475
Recovery premium funding allocation this academic year	£50,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£379,500
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

At Springwell we aim for disadvantaged students to aspire to be the very best they can be. Their academic pathways, attainment, and career options should be in line with their non-disadvantaged peers.

This plan for disadvantaged students targets literacy, curriculum access (especially in ebacc subjects) and cultural capital, especially for boys.

Springwell Community College should aspire to be an institution that all students, and especially disadvantaged students, enjoy attending for the wide variety of activities available on a daily basis, both within and outside the classroom. This plan prioritises core strategies to improve the learning experience for disadvantaged students, but also acknowledges the College's responsibility to be at the heart of the community, providing opportunities for all to explore and flourish in a wide range of contexts.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	Disadvantaged students do not attain as highly as their peers at GCSE (2019 P8 gap 0.4)
2	The national disadvantaged gap widens between Y7 and Y11
3	Disadvantaged students have lower reading ages on average than their peers (gap on entry of 4 SAS points)
4	Too few disadvantaged students go on to study academic subjects in FE/HE
5	Disadvantaged students disproportionately fill lower sets in maths
6	Disadvantaged students do not have access to a wider range of cultural activities or experiences

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Quality-first teaching across college	Quality assurance and assessment processes demonstrate impact of knowledge-rich curriculum
Improve attendance of disadvantaged students	Disadvantaged attendance exceeds 21/22 national average
Maintain high levels of behaviour for all students	Right to learn data shows a fall in negative behaviour events compared with 2020-21 (13 sanctionable incidents per day (mean), of which 63% PP). Attitude to learning data shows the average A2L score has improved compared with 2020-21 (2021 average score 2.5 on a 1-4 scale where 1 is 'exceptional' and 4 is 'reluctant')
Raise attainment of disadvantaged students at GCSE	Close disadvantaged Attainment 8 gap at GCSE (2022 results cf. 2019 gap of -0.3), especially for boys (2019 gap -0.4) and in ebacc (2019 APS 3.17 cf. PP APS 2.74)
Improve literacy of disadvantaged students	Close disadvantaged gap in NGRT at KS3 (testing throughout 2021/22) - Autumn 2021 Y7 SAS 88.4, cf PP 84)
Increase disadvantaged take-up of ebacc subjects	Disadvantaged ebacc proportional to cohort - 42% of all ebacc entries (c.f. current Year 11 26%; Year10 32%)
Ensure disadvantaged students are in a class befitting their academic ability	Even distribution of disadvantaged students across classes best-suited to aspiration & attainment
Increase cultural capital and improve the life experiences on offer for disadvantaged students	Full curriculum enrichment programme set up, with disadvantaged students making up at least 42% of participants



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Quality-First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over-staff maths, science & English (3 x FTE)	Sutton Trust (link between ebacc & attainment) Ofsted framework EEF: curriculum entitlement / reducing class sizes	4,5
Feedback strategy CPD	EEF: feedback (high impact, low cost)	1,2
Metacognition strategy CPD	EEF: metacognition (high impact, low cost)	1,2
Reading comprehension strategy CPD	EEF: reading comprehension strategy	3
Instructional coaching (0.02 x 50 FTE)	EEF: curriculum entitlement	1,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 disadvantaged boys mentoring scheme	EEF: oral language intervention / mentoring / one-to-one tuition / small group tuition	1
Peer tutoring scheme	EEF: peer tutoring	2
After college intervention (est. £46,000)	EEF: small group tuition	1
Tutoring programme (est. £10,000)	EEF: one-to-one tuition	1,2
Oral language intervention (Teaching Assistant CPD)	EEF: oral language intervention & teaching assistant deployment	3
More able coordinator (TLR2b salary contribution)	EEF: small group tuition	2,4
More able mentoring (salary contribution)	EEF: one-to-one tuition / mentoring	1, 4
Brilliant Club (18 participants - £3060)	EEF: small group tuition	2,4



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts participation	EEF: arts participation, curriculum entitlement	6
Enrichment programme	EEF: arts participation, curriculum entitlement	2,4,6
Parental engagement	EEF: parental engagement	All
Cultural capital visits	EEF: arts participation, curriculum entitlement	6
Attendance Officer salary contribution	Attendance at school a pre-requisite for learning the curriculum	1, 2
BIC manager salary contribution	EEF: behaviour interventions	1, 2

Total budgeted cost: £379,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Much of the plan was hindered by Covid restrictions. We reviewed PP-only classes, noting that while increasing the provision for PP students was of benefit, isolating PP students in their own class was not, upon reflection, in the best interests of the students. The disadvantage gap did not close in 2019: the P8 gap widened from 0.2 in 2018 to 0.4 in 2019. However, we adapted our online and in-college provision, and the outgoing Y11 disadvantaged cohort received a wide range of catch up sessions in the autumn term. Last year's Y10 attendance of after college sessions was good, with a high proportion of PP students attending. Attendance and behaviour across the academic year could not be measured in a comparable way due to the impact of the pandemic.

Externally provided programmes

Programme	Provider
Scholars programme	Brilliant Club

